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ABSTRACT

Monitors are provided with step-by-step directions on how to administer Pennsylvania's Educational Quality Assessment Questionnaires to elementary school pupils. They are told what materials are needed, how to keep materials secure, and what to do if a student misses a session. Monitors are given suggestions for questionnaire administration and told what to do and say in each of the four sittings. (BJG)

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ELEMENTARY

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MONITOR'S HANDBOOK

EDUCATIONAL QUALITY ASSESSMENT

Pennsylvania Department of Education 1975

TM 004 438

ELEMENTARY

This handbook is a guide for administering the Educational Quality Assessment questionnaires. Please read it carefully before the first session begins. Follow the instructions precisely in order to assure accurate data collection. You should have a copy of the questionnaire and answer sheet when reading this handbook so that you may follow each direction yourself before having to explain it to the students.

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INTRODUCTION

You have an important role as a monitor for your school in the Educational Quality Assessment program devised by the Pennsylvania Department of Education at the direction of the State Board of Education.

The tests and questionnaires which make up the assessment package are unique because they are not restricted to measuring student achievement in the basic skills. Rather they measure ten areas in all [only one of which is basic skills] with the emphasis on the attitudes possessed by the students.

Since the information provided by the students will be used to compare your school with those throughout the Commonwealth, it is essential that procedures for administering the battery be as uniform as possible.

Four types of information will be provided to the instructional and administrative staff of your school as a result of this program. They are:

1. The student-body status in each goal area compared to a statewide reference group.
2. The student-body status compared to schools having similar sets of home, community and institutional characteristics.
3. The school's relative standing on measures of home, community and institutional characteristics.
4. How the student body scores on subscales in various goal areas.

The validity and meaningfulness of the results are dependent upon the standardization of testing procedures. While the cliche *"You get out of a program what you put into it"* has been translated into computer terms as *"Garbage in garbage out,"* nonetheless both expressions are true and applicable here. What you do and how you do it will determine the quality of results returned to your school.

Your job as a monitor is indeed an important one. This handbook is designed to assist you in that role.

ADMINISTERING THE STUDENT QUESTIONNAIRE

All the directions which follow assume the administration will take place in four sittings. It is the option of the school district to have fewer sittings or to administer the questionnaires on a mass basis (as in the school cafeteria) rather than in individual classrooms. There are obvious advantages to each. In individual classrooms it may minimize disruption of the normal school routine to have four sittings throughout the week rather than to try to schedule a 1 1/2-2 hour block of time in numerous rooms for two consecutive days.

Although you have much flexibility in administration to suit your local needs, in no case should the administration be done in only one day. Sections D and E are timed tests and must be administered in *exactly* 15 minutes. The other times listed below are suggested for planning only; they are not maximum times. Students should be given ample time to finish each section. Times may vary greatly among student bodies. You should continue with the next sections when you feel each student has had ample time or when all students indicate they have finished the designated sections.

Grade 5

Sitting	Section	Item		Time in Minutes
I	A	30		8-12
	B	40		11-15
	C	28		7-11
		Administration		9-10
				35-48
II	D	30	exactly	15
	E	30	exactly	15
	F	48		14-18
		Administration		8-12
				52-60
III	G	32		14-18
	H	38		11-15
	I	40		11-15
		Administration		9-12
				45-60
IV	J	30		13-17
	K	36		10-14
	Student Info	7		10-15
		Administration		12-14
				45-60

MATERIALS NEEDED:

MONITOR: One *Pennsylvania Student Questionnaire* (Elementary) for each student
One Answer Sheet for each student
Monitor's Handbook–Elementary

Stopwatch or watch or clock with a second hand
Scratch paper for every student
Extra No. 2 lead pencils

STUDENT: Two sharpened No. 2 lead pencils and an eraser [PENS CANNOT BE USED – ONLY PENCILS]

SECURITY AND STORAGE OF THE MATERIALS

Before and between sittings, all materials should be kept in a secure place. No one should be given access to completed materials except for normal handling during administration. Completed materials are to be returned to the school representative immediately following the last session.

SUGGESTIONS FOR ADMINISTRATION

(1) Since many of the items on this questionnaire are attitude questions, sometimes about teachers and school, monitors should assure the students that their individual responses will not be read at the school or be returned to the school. EQA has found that scores differ if the monitor peers over the students' shoulders at their answers. The students should be able to answer without restraint. No one should leaf through the completed questionnaires.

(2) When addressing students, try never to refer to the questionnaire as a test.

(3) Devise some way to know when all students are finished, such as placing pencils down on table or laying booklets a certain way. This will help you cut down on the time requirements and avoid having to ask repeatedly if all students are finished. Repetitive checking on completion inhibits students who are slow readers and need more time.

(4) Except in Sections D, E and J you may pronounce any word a student asks you to pronounce. However, do not give meanings.

(5) If possible, the room in which the questionnaires are to be administered should have optimum conditions – good light, comfortable temperature, good ventilation and sufficient working area.

WHAT TO DO IF . . .

A STUDENT IS ABSENT FOR ANY SESSION

All sections of the student questionnaire should be taken by the students who are present. If a section is missed, the student is still to be given the other sections. Normally, no make-up sessions will be provided; however, if more than 10 per cent of the students miss a section, they should be given a make-up session. If a student misses the first session, be sure to place the student's name on an answer sheet and hold it for use on all other sections after his or her return.

YOU ARE SHORT ANY MATERIALS

Any shortage of materials should be reported to the school representative immediately.

A STUDENT REFUSES TO TAKE ANY SECTIONS

Students refusing to take any section of the student questionnaire should not be forced to take it. Students should be encouraged, however, to take all sections of the questionnaire.

A STUDENT ASKS ABOUT GUESSING

No statement should be volunteered to students about guessing. Students inquiring whether they may guess on an opinion item should be told to read the item again and to think about how they *might* feel. Students inquiring whether they should guess on items calling for factual information should be told to do the best they can and choose the answers they think are correct.

SPECIAL EDUCATION OR MIGRANT STUDENTS ARE IN REGULAR CLASSROOMS

The best practice is to exclude the special education and migrant students from the questionnaire administration. However, one must consider the feelings of these individuals. In some cases this makes it necessary to include them in the session; if so, simply remove their answer sheets from the set of completed forms.

A STUDENT CAN'T READ THE ITEMS

As stated above, you may pronounce any word a student asks you to pronounce except in Sections D, E and J. With the same exceptions and if deemed necessary, the other sections may be read to the students in their entirety.

FIRST SITTING

The first session of the questionnaire administration will be opened by reading:

You are about to take part in an important project for the school district in cooperation with the Pennsylvania

Department of Education.

You will be asked questions about how you feel about school, about our government, how you feel about yourself and about others. There will be some questions about health, sports, art and music. You will be asked about your interests and about your future plans.

The answers you give will in *no* way affect your school grades. Your answer sheet will be read by machine. In fact, you will remove your name from the answer sheet when you have finished with it. Your individual responses will be kept in the strictest confidence and will not be returned to you or to your school.

You can help to make this program a success by being very honest when answering those questions which ask your opinions. For those questions which ask for facts, answer to the best of your knowledge.

Distribute one *Pennsylvania Student Questionnaire* and one answer sheet to each student. Then say:

Now look at the Answer Sheet for *Pennsylvania Student Questionnaire.*- Elementary. On the line above *Student Name,* print your name–last name first. Print——————————on (give name of school)
the line marked *School Name*. On the line marked *District*, print——————————.
(give name of school district)

After the names and other information are recorded on the answer sheet say:

Turn to page 2 of your *Pennsylvania Student Questionnaire* and find Section A. Find Section A on your answer sheet. Read the directions silently as I read them aloud:

DIRECTIONS: Here are some things that could happen to you. Read each statement and mark the answer which best tells what you would do if you were faced with the situation.

Do NOT write in this booklet. Blacken only one circle for each statement. Erase completely any answer you wish to change. Stop when you reach the end of Section A. You may go back and check your work. There is no time limit but work at a steady pace. When you are finished, close your questionnaire and lay down your pencil. Ready, begin.

Check at this time to make certain all students are blackening the spaces only on their answer sheets. When all students have completed the section and are ready to begin work, say:

Now find Section B on the answer sheet. Open your questionnaire to page 3. Read the directions silently as I read them aloud.

DIRECTIONS: Here are some things that have happened to students. Try to place yourself in their place and think about how you would feel and act if it actually happened to you. Then show how much time you would spend reacting in each of the five ways listed. On your answer sheet blacken the circle that best tells how much time you would spend.

Erase completely any answer you wish to change. Stop when you reach the end of Section B on page 4. You may go back and check your work. There is no time limit but work at a steady pace. When you are finished, close your questionnaire and lay down your pencil. Ready, begin.

When all students have completed Section B, say:

Now place your answer sheets inside the front cover of the questionnaire. Let the top of the sheet stick out so that I can read your name to distribute the booklets tomorrow.

[You must establish some systematic method of collection of answer sheets and seating arrangement for the second sitting to avoid an inordinate delay in redistributing answer sheets. Such a plan is particularly imperative if many students are being tested in one room.]

Collect the questionnaires and scratch paper. End the sitting and discard the scratch paper.

SECOND SITTING

Redistribute to the students their answer sheets and questionnaires. Also distribute a piece of scratch paper to each student. Begin by saying:

We will now continue work on the *Pennsylvania Student Questionnaire.* Find Section C on page 2 of your answer sheet. Open your questionnaire to page 5, Section C. Read the directions silently as I read them aloud.

DIRECTIONS: Below are 28 things that you might do in or out of school. Choose the answer which best describes how you feel when you are doing the activity. Do NOT write in this booklet. Blacken only *one* circle for each statement.

Stop when you finish Section C. Work at a steady pace but there is not a time limit. When you are finished, close your questionnaire and lay down your pencil. Ready, begin.

When all students have completed the section, begin Section D by saying:

Now find Section D on page 2 of your answer sheet and page 7 of the questionnaire. Read the directions silently as I read them aloud.

DIRECTIONS: Each question begins with two words. These two words go together in a certain way. Under them, there are four other pairs of words lettered A, B, C, and D.

Find the lettered pair of words that go together in the same way as the first pair of words.

Then, find the row of circles on your answer sheet which has the same number as the question. In this row of circles, mark the letter of the pair of words you have chosen.

See how these examples are marked:

SAMPLE 1

CALF:COW::
[A] puppy:dog
[B] nest:bird
[C] horse:bull
[D] shell:turtle

In the first pair of words (calf:cow), calf goes with cow in this way--a calf is a young cow.

The only lettered pair of words that go together in the same way is puppy:dog. A puppy is a young dog.

Circle A is marked because the letter in front of puppy:dog is A.

SAMPLE 2

MINUTE:SECOND::
[A] time:clock
[B] mile:travel
[C] hour:measure
[D] foot:inch

In the first pair of words (minute:second), minute goes with second in this way--a minute is made up of seconds.

The only lettered pair of words that go together in the same way is foot:inch. A foot is made up of inches.

Circle D is marked because the letter in front of foot:inch is D.

Now try samples 3 and 4 for yourself. Mark the answers on your answer sheet.

SAMPLE 3

FINGER:HAND::
[A] ear:eye
[B] toe:foot
[C] arm:leg
[D] elbow:wrist

SAMPLE 4

SHOE:FOOT::
[A] buckle:belt
[B] coat:hat
[C] glove:hand
[D] eye:face

Continue by saying:

You should have marked B for Sample 3 and C for Sample 4.

This is a timed section. You will have 15 minutes. Stop when you reach the end of Section D. You may go back and check your work. Do not go on to Section E. Be sure to mark your answers on the answer sheet only. To change answers, erase your first answer carefully and completely. Now turn to page 8 and begin.

Record the time. Time start Section D = ———. Time complete Section D = ———.

After exactly 15 minutes, say:

Time is up. Everybody stop working. Close your booklets at once.

Continue by saying:

Now find Section E on the third page of your answer sheet. Open your booklet to page 11 and read the directions silently as I read them aloud.

Each of the following questions has two parts. One part is in Column A. The other part is in Column B.

You must find out if one part is greater than the other, or if the parts are equal.

Then, find the row of circles on your answer sheet which has the same number as the question. In this row of circles, mark:

A if the part in Column A is greater,
B if the part in Column B is greater,
C if the two parts are equal.

SAMPLE 1	Column A	Column B
	10	9

The part in Column A (10) is greater than the part in Column B (9). Circle A is marked because the part in Column A is greater.

SAMPLE 2	Column A	Column B
	2	1 + 2

The part in Column B (1 + 2) is greater than the part in Column A (2). Circle B is marked because the part in Column B is greater.

SAMPLE 3	Column A	Column B
	The value of 5 cents	The value of 1 nickel

The part in Column A is 5 cents. The part in Column B (1 nickel) is also equal to 5 cents. Circle C is marked because the parts are equal.

Now try samples 4 and 5 yourself. Mark the answers on your answer sheet.

	Column A	Column B
SAMPLE 4	3 + 1	3 + 2
SAMPLE 5	11	5 + 6

Continue by saying:

The answer for Sample 4 is B and for Sample 5 is C.

This is a timed section. You will have 15 minutes. Stop when you reach the end of Section E. You may go back and check your work on Section E only. Be sure to mark your answers on the answer sheet only. To change answers, erase your first answer carefully and completely. Now turn to page 12 and begin.

Record the time. Time start Section E = ———. Time complete Section E = ———. After exactly 15 minutes say:

Time is up. Everybody stop working. Close your booklets at once. Put down all pencils. Place your answer sheet inside questionnaire so that your name shows. Please pass forward the *Pennsylvania Student Questionnaires*, answer sheets and scratch paper. We will continue tomorrow.

Collect the questionnaires and end the sitting. Discard the scratch paper.

THIRD SITTING

Redistribute the questionnaires and answer sheets. Begin by saying:

Open your *Pennsylvania Student Questionnaires* to page 14. Find Section F on page 3 of your answer sheet. All of the remaining sections have no time limit but work at a steady pace. In the next few minutes you are to complete Section F. Read the directions silently as I read them aloud to you.

DIRECTIONS: Following is a series of statements. On your answer sheet blacken the circle which best describes your feeling about the statement. Blacken only *one* circle for each statement.

When you have finished Section F, put down your pencil and look up at me. Begin work.

When all students have finished Section F, continue by saying:

Find Section G on page 15 of questionnaire and on page 3 of the answer sheet. Read the directions silently as I read them aloud to you.

DIRECTIONS: For each question or incomplete statement that follows, on the answer sheet blacken the letter of the choice that best answers the question or completes the statement.

SAMPLE: Eyelashes help to:

A. keep dust out of the eyes.
B. make a person beautiful.
C. keep the eyes moist.
D. keep the eyes dry.

Since *keep dust out of the eyes* (choice letter A) is the correct answer, you would blacken circle A on your answer sheet. Do this now.

Remember to work at a steady pace even though there is no time limit. When you finish Section G, on page 17 stop and wait for further directions. Are there any questions? (Answer questions.) Ready, begin.

When all students have finished Section G, say:

Now open your questionnaires to page 18, Section H. Find Section H at the bottom of page 3 of your answer sheet. Read the directions in the questionnaire silently as I read them aloud.

DIRECTIONS: This section contains statements about the arts, various occupations, and how you might spend your time. On your answer sheet darken the circle which tells whether you *agree* or *disagree* with each statement. If you cannot decide how you feel about a statement, darken the circle for *uncertain*. Blacken only one circle for each statement. Ready, begin.

When all students have finished Section H, say:

That completes today's work on the questionnaire. Place your answer sheet inside the questionnaire so that your name shows.

Collect the questionnaires and end the sitting.

FOURTH SITTING

Redistribute the students' answer sheets and questionnaires. Begin by saying:

We will now continue work on the *Pennsylvania Student Questionnaire*. Find Section I (eye) on the back page of your answer sheet. Find Section I on page 19 of your questionnaire.

Read the directions silently as I read them aloud.

DIRECTIONS: The following are things that might happen to you. Read each statement and decide how you feel about it. There are four possible answers to choose from on your answer sheet. Blacken the circle which best shows how you would feel.

There are no time limits on any of today's sections. However, work at a steady pace so that all items will be compieted. Ready, begin.

When all students have finished Section I, continue:

Find Section J on the back of the answer sheet. Turn to page 21 of your questionnaire. Read the directions to Section J as I read them aloud.

DIRECTIONS: The following are questions about occupations and work. On your answer sheet blacken the circle for the choice which best answers the question. Stop when you reach the end of Section J on page 22. Ready, begin.

When students have finished Section J, say:

The last Section, K, is on page 23. Read the directions silently as I read them aloud.

DIRECTIONS: Below is a list of activities. You are given four ways to tell what you have done in each activity. On your answer sheet blacken the circle for the choice which best tells what you have done in each activity.

Let's do a sample first.

SAMPLE: Without an older person's help, have you ever:

A. Yes, and many people have told me I did a very good job.
B. Yes, but I did a poor job at it.
C. No, but I have really wanted to do it.
D. No, and I have not wanted to do it.

a. Made a kite? ..... A B C D

Decide which of the above ways best tells what you have done in this activity and blacken the circle where it says SAMPLE.

Blacken only *one* circle for each item. Ready, begin.

When all students have finished, say:

As promised earlier, you may now remove your name from your answer sheet by carefully tearing along the perforated line.

Now turn to page one of the questionnaire booklet. Let's do these items together.

Number 1 -- I am a: If you are a girl, darken circle A on your answer sheet. If you are a boy, darken the circle B.

Check to see that students are marking the circles completely and heavily. Continue by saying:

Number 2 -- In what type of community are you now living?

Discussion must vary here.

EXAMPLE: *How many of you live on farms or in the country?* Pupils raise hands. *You pupils should mark answer A.*

EXAMPLE: *How many live in Small Town, Pa.?* Pupils raise hands. *You should mark answer B.*

EXAMPLE: *All of you live in Philadelphia, so mark circle E.*

Number 3 -- Which of the following best describes you?

Mark your answer on the answer sheet. (Pause)

The terms are defined as follows:

Black - include persons of African descent as well as those identified as Jamaican, Trinidadian or West Indian.

White - include persons of Indo-European descent including Pakistanian and East Indian.

American Indian - include persons who identify themselves or are known as such by virtue of tribal association.

Oriental (Asian American) - include persons of Japanese, Chinese, Korean or Filipino descent.

Puerto Rican (should include Spanish Surnamed) - include all persons of Mexican, Puerto Rican, Cuban, Latin American or Spanish descent.

Other - include Aleuts, Eskimos, Malayans, Thais and others not covered by the race/ethnic group previously delineated.

Number 4 – How often are you able to use the school library?

Read all the answers and mark the circle on your answer sheet which best fits you. (Pause)

Of course, if there is no library in the school, tell the students to mark the last answer.

Number 5 – How many different school buildings have you attended within the past three years because your family changed residence? Carefully mark your answer. (Pause)

Now that we have done some items together, try items 6 and 7 on your own. Are there any questions?

Collect the answer sheets and questionnaires and thank the students for their cooperation. If mother's educational level and father's occupation information are complete, return all materials to the district representative.

Thank you.

PROVIDE MOTHER'S EDUCATIONAL LEVEL AND FATHER'S OCCUPATION

Two pieces of information must be provided for the 5th grade pupils: the occupation of the student's father or male guardian and the educational level of the student's mother or female guardian.

A clerical aide or a teacher aide may assist with this task if accurate, up-to-date information is on the school records. If this information must be in some way estimated, the teacher of the individual student is in the best position to provide an accurate estimate. Whoever is charged with this task should be aware that the success of the assessment project is *highly dependent on the proper coding of these grids.* The information is to be recorded on the answer sheet of each pupil. The pupil's name must be placed on the sheet at this time if it is done before administration begins. The obvious time to fill in this data would be after the pupils fill in their names on the first day of administration and before they remove their name on the last day.

Mother's Educational Level: From the list of educational levels below code the number which represents the highest educational level reached by the student's mother or female guardian.

1. None or some grade school
2. Completed grade school
3. Some high school but not a graduate
4. High school graduate
5. Some college, vocational, technical, business school after high school
6. Bachelor's degree
7. Master's degree
8. Some work toward a Ph.D. or professional degree
9. Ph.D. or professional degree

Father's Occupation: From the list of occupations on page 8, code the number of the occupation which is most like that of the pupil's father or male guardian. For example, if the father or male guardian is a mechanic, under *SERVICE WORKERS*, you will find *082 Mechanic* and will blacken spaces (0) (8) (2) in the grid.

The occupations are grouped under general occupational fields. Within these fields, the occupations are rank ordered according to a socioeconomic index. The list does not include every possible occupation. If the occupation is not listed, choose the one which you feel is closest to it and in an approximately similar socioeconomic level.

LIST OF OCCUPATIONS

HEALTH SERVICES

001 Dentist
002 Physician, Osteopath or Surgeon
003 Pharmacist
004 Optometrist or Chiropractor
005 Veterinarian
006 Medical or Dental Technician
007 Nurse
008 Practical Nurse
009 Hospital Attendant

EDUCATION

010 Administrator
011 Teacher or Instructor
012 Librarian
013 Library Assistant or Teacher Aide

INDUSTRY – FACTORY

014 Research Technician
015 Industrial Foreman
016 Toolmaker
017 Stationary Engineer
018 Metal Worker
019 Machinist
020 Millwright
021 Jobsetter
022 Welder or Flame-Cutter
023 Metal Filer, Grinder or Polisher
024 Craneman, Derrickman or Hoistman
025 Furnaceman, Smelterman or Pourer
026 Operator of Industrial Equipment
027 Assembler
028 Operator in Laundry
029 Metal Molder
030 Quarry Worker
031 Packer, Wrapper or Grader
032 Laborer
033 Textile Spinner or Weaver
034 Motorman in Mine or Factory
035 Miner

CONSTRUCTION

036 Architect
037 Manager, Owner or Official
038 Electrician
039 Foreman
040 Plumber
041 Brickmason, Tilesetter or Glazier
042 Plasterer
043 Stone Mason, Cutter or Carver
044 Heavy Equipment Operator
045 Cabinetmaker
046 Carpenter
047 Painter
048 Roofer
049 Paperhanger, Carpet or Tile Layer
050 Laborer
051 Lumberman

TRANSPORTATION

052 Pilot
053 Manager, Owner or Official
054 Locomotive Engineer
055 Railroad Conductor
056 Steward or Stewardess
057 Locomotive Fireman
058 Railroad Brakeman or Switchman
059 Inspector of Vehicles
060 Dispatcher
061 Deliveryman
062 Bus Driver
063 Shipping Clerk
064 Truck Driver
065 Taxi Driver
066 Laborer

COMMUNICATION OR PUBLIC UTILITY

067 Editor, Reporter or Author
068 Manager, Owner or Official
069 Technician
070 Postmaster
071 Foreman
072 Lineman or Serviceman
073 Telephone or Telegraph Operator
074 Meter Reader
075 Laborer

SERVICE WORKERS

076 Printing Craftsman
077 Decorator
078 Policeman or Detective
079 Fire Fighter
080 Appliance or Office Machine Repairman
081 Butcher
082 Mechanic
083 Tailor
084 Baker
085 Equipment Maintenance Man
086 Service Station Attendant
087 Member of Armed Forces
088 Watchman or Guard
089 Barber or Beautician
090 Waiter, Waitress or Bartender
091 Cook
092 Janitor or Cleaning Woman
093 Sanitation Worker

ENVIRONMENTAL SERVICES

094 Farm Agent or Advisor
095 Forester or Conservationist
096 Landscaper or Tree Surgeon
097 Farm Manager
098 Game Warden
099 Farmer
100 Laborer

CLERICAL WORKERS

101 Stenographer or Secretary
102 Mail Carrier or Clerk
103 Bank Teller
104 Bookkeeper
105 Office Machine Operator or Typist
106 Cashier or Office Clerk
107 Collector
108 Messenger

SALES WORKERS

109 Stock Broker
110 Advertising Agent
111 Insurance Agent
112 Industrial Sales Worker
113 Real Estate Agent
114 Wholesale Trade Sales Worker
115 Retail Trade Sales Worker

BUSINESS -- OTHER THAN SALES

116 Personnel Worker
117 Accountant or Auditor
118 Buyer or Purchasing Agent
119 Credit Man
Manager, Owner, or Official
120 of a Bank or Finance Institution
121 of an Insurance Company
122 of a Real Estate Agency
123 of an Industry
124 of a Wholesale Trade
125 of a Car Dealership
126 of a Clothing or Furniture Store
127 of a Hardware, Implement or Building Supplier
128 of a Food Store
129 of a Motel, Bar or Restaurant
130 of a Repair Service
131 of a Service Station
132 of a Junkyard

OTHER PROFESSIONAL AND TECHNICAL WORKERS

133 Lawyer or Judge
134 Engineer
135 Social Scientist
136 Natural Scientist
137 Draftsman or Artist
138 Social Worker
139 Undertaker
140 Clergyman
141 Musician or Athlete
142 Photographer
143 Surveyor
144 Dietitian
145 Entertainer

SPECIAL

200 Housewife
300 Unemployed
400 Pensioned
500 Student
600 Not Living at Home
700 Deceased